Overview: The University of San Diego has identified five Co-Curricular Learning Outcomes (CCLOs) that complement the Undergraduate Learning Goals and Outcomes and integrate the entire student experience. Rubrics were developed by faculty, staff, and students that broke down each dimension of the CCLOs into three levels (Explore, Practice, and Live). This toolkit has been developed to help staff members assess the impact their programs and services have on the selected outcomes. It is meant to serve as a starting point for assessment design and contains examples of survey questions, reflections, and in-program activities.

1. Identities & Communities - Coming Fall 2020
2. Purpose
3. Authentic Engagement - Coming Spring 2021
4. Well-Being - Coming Spring 2021
5. Courageous Living - Coming Fall 2021

PURPOSE: Benevolent purpose encourages students to reflect on values and beliefs and addresses the questions of vocation: What do I believe? Who am I called to become? The second question depends on insight gained from the first; in other words, the impact one most desires to make ought to flow from one's self-awareness; including one's values and beliefs, gifts and talents, spirituality and faith tradition.

Dimension 1: Values and Beliefs: the exploration of one's beliefs, value systems, and deep convictions that leads to self-authorship.

Explore
- Reflects on and wrestles with the questions: Who am I? What do I value? What do I stand for? What do I believe in?
- Distinguishes between one's values, owned faith, espoused values, and inherited faith.
- Explores the role of faith/spirituality in one's life; identifies a mentor, guide, coach.

Practice
- Reflects on one's values and beliefs.
- Makes decisions that flow from the reflection on one's values and beliefs.
- Experiences/engages in religious/faith community/spiritual practices.
- Meets with a mentor or guide.

Live
- Practice continual reflection on the questions: Who am I? What do I value? What do I believe?
- Demonstrates congruence among one's values and beliefs (becomes one's most authentic self).
- Strives to achieve self-authorship.
- Participates in a religious/faith community/spiritual practices.
| Sample Likert Scale Questions* | 1. As a result of participating in this (insert: program/initiative/experience), I am able to better define (insert: who I am/what I value/what I stand for/what I believe in). (Explore)  
2. I have a mentor, guide, or coach who has helped me explore my own values and beliefs. (Explore)  
3. My personal values and beliefs play a role in my everyday decision-making. (Practice) |
| Sample Reflective Questions | 1. Provide an example of how you recently used your values or beliefs to make an important decision? Explain why the selected values or beliefs are important to you. (Explore)  
2. Describe how your values and beliefs show up in your everyday life. (Practice)  
3. Describe the role of faith or spirituality in your life. (Practice/Live) |
| Sample In-Program Assessment Activities | 1. Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.  
a. Identify at least three values or beliefs that are important to you.  
b. Discuss their origins and consider whether they were inherited from others in your life or developed independently over time.  
c. Provide an example of when one of these values or beliefs played a role in an important decision you made.  
d. Facilitator Assessment - a rubric could be used to evaluate the students when they share back with the larger group:  
i. Were the students able to identify three values or beliefs?  
ii. Were the students able to articulate the origin of these beliefs?  
iii. Were the students able to cite an example of when they used a value or belief to make an important life decision? To what depth are they able to articulate the connection? |
| Dimension 2: Vocation - The process of discovering the intersection between one’s gifts and the world’s greatest needs. |  
**Explore**  
- Reflects on and wrestles with the questions: What are the greatest needs of the world? How can I contribute to the common good?  
- Discovers gifts, talents, passions, and interests.  
- Broadens one’s understanding of vocation to include meaningful work, state of life, and benevolent purpose.  
- Learns about the practice of discernment and decision-making.  
- Identifies a mentor, guide, coach.  

**Practice**  
- Reflects on one’s values and beliefs.  
- Makes decisions that flow from the reflection on one’s values and beliefs.  
- Experiences/engages in religious/faith community/spiritual practices.  
- Meets with a mentor or guide. |
### Live
- Practices ongoing reflection on the questions of Who am I? What are the world’s greatest needs? Who am I called to become?
- Continually discerns the authentic calls in one’s life and other state of life choices.
- Finds value, purpose, and authenticity in the work one does and/or the life one lives.

### Sample Likert Scale Questions*

1. *As a result of participating in this (insert: program/initiative/experience), I can describe my top three gifts, talents, or skills.* (Explore)
2. *As a result of participating in this (insert: program/initiative/experience), I can explain how my gifts, talents, or skills can have a positive impact on issues or challenges facing the world.* (Explore)
3. *I think about how I can contribute to the needs of the world when considering my professional goals.* (Explore)
4. *I participated in this (insert: program/initiative/experience) because it aligns with my values.* (Practice)
5. *I am actively using my gifts/talents to positively impact the world/community.* (Live)

### Sample Reflective Questions

1. *What does vocation mean to you?* (Explore)
2. *Describe how you plan to further discern your vocation after this event.* (Explore)
3. *From this list of things people often say are important in their careers, select the three items that are most important to you personally: 1. Feel passionate about the work; 2. Feel skilled/competent; 3. Earn financial rewards; 4. Work with up-to-date technologies; 5. Have the opportunity to make a difference; 6. Work in a positive environment. - this question is being asked on the First Destination Survey.* (Explore/Practice)

### Sample In-Program Assessment Activities

1. *Instruct students to find a partner or break up into small groups. Have them discuss the following points and then share back with the larger group.*
   a. *Identify three gifts, talents, or skills you possess that are important to you. Discuss why they hold significance for you.*
   b. *Identify an issue or challenge in the world that you are interested in and explain how one of your gifts, talents, or skills could have a positive impact on it.*
   c. *Partner: Using the same issue or challenge your partner mentioned, tell them how you think one of their other gifts, talents, or skills could also have a positive impact on it.*
   d. **Facilitator Assessment** - a rubric could be used to evaluate the students when they share back with the larger group:
      i. *Were the students able to identify three gifts, talents, or skills?*
      ii. *Were the students able to articulate how one of their gifts, talents, or skills could positively impact an issue or challenge facing the world? If so, how successfully?*
*Unless otherwise stated, all Likert scales use the following levels: strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.